



*Pupil Premium Strategic plan 2019-2020*

*Full Review date July 2020*

*Interim monitoring of impact each term*

## Pupil Premium Strategy 2019/20

There is a requirement for all schools to publish details of their Pupil Premium Strategy on their website

### **Guidance**

Pupil Premium: funding and accountability for schools - Gov.uk.

Teaching Schools Council: Guidance on effective use of pupil premium funding

Education Endowment Foundation – Effective Pupil Premium

## **Our School Mission**

This is our school

Together we worship

Together we learn

Together we belong

With the love of God our dreams and ambitions come true.

## Introduction

Each year all school must publish on line information regarding their planned expenditure of Pupil Premium Funding. Details of the specific information you need to publish can be found in DFE guidance on [what local-authority-maintained schools must publish online](#)

Funding is allocated at the rate of £1320 for pupils eligible for Free School Meals(FSM) at any point in the past 6 years.

£2300 for any pupils who has left Local Authority Care, as a result of adoption; special guardianship order; a child arrangements order; who has been in local authority care for 1 day or more.

For the school year 2019 – 2020 we have been allocated a total of £99,000

## Purpose

This strategy has been written to indicate how we:

- Aim to identify the needs of Pupil Premium children in our school and any barriers to their possible progress
- Intend to address these through specific, realistic targets with appropriate time scales,
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium.
- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils.
- Will focus on evidence of EEF in relation to metacognition, high quality feedback, learning mastery, reading comprehension and emotional intelligence.
- The above five key areas will form the core of the staff development and training plan for 2018-19
- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges
- Provide appropriate training to teaching and support staff
- Continuously monitor progress against our set objectives
- Make use of ability curve plotting to monitor the progress of each individual pupil and ensure speedy intervention where necessary.
- Ultimately that we are able to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils
- That we are seen to live our key Mission of providing the very best opportunities for all our pupils by working together

For sections 3 and 4 consider adopting the format from St Francis de Sales Juniors for section 3 and 4 create 3 columns and place Barriers in column1 and then column 2 for Desired outcomes and column 3 for Success Criteria

## Pupil premium strategy statement: Sacred Heart Catholic Primary School and Nursery 2019 - 2020

1. Summary information					
<b>School</b>	Sacred Heart Catholic Primary School and Nursery				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£99,000	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	143	<b>Number of pupils eligible for PP</b>	69	<b>Date for next internal review of this strategy</b>	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (Sacred Heart) (LA) (National Emerging)</i>	<i>Pupils not eligible for PP (Sacred Heart) (LA) (National Emerging)</i>
% achieving expected standard or above in reading, writing and maths	55% (50%) (51%)	84% (70%) (71%)
% achieving expected standard or above in reading	91% (62%) (62%)	89% (78%) (78%)
% achieving expected standard or above in writing	73% (66%) (69%)	84% (82%) (83%)
% achieving expected standard or above in maths	55% (67%) (67%)	89% (83%) (84%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Current PP children do not have comparable Mathematics knowledge and skills to non-PP children, or greater depth in core areas.
<b>B.</b>	Lower levels of communication skills on entry
<b>C.</b>	Pupils who are eligible for PP do not have as wide a range of educational and enriching experiences as non-PP. need to develop capital of culture.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Lower self- esteem and self-regulation for some pupils, who need to develop engagement and more positive attitudes to learning for some

	pupils. A renewed focus on personal development.
E.	Some examples of family disengagement in learning processes – reduced opportunities for home learning and curriculum enrichment
F.	Attendance for pupils eligible for PP was 95.6% in 2018/2019. This reduces their time in school and slows down the pace of progress – leading to increased need for catch up.

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improve and Mathematics knowledge and skills so they are comparable to non-PP in school.</p> <p>Monitored by comparing age standardised scores in NFER tests at the end of each term and through formative assessment informing next steps in learning</p>	<p>Pupils eligible for PP make rapid progress by the end of the year and are at least the expected standard in Mathematics.</p>
B.	<p>To raise standards of speaking skills and language development at least in line with similar pupils locally and nationally. Overcome the vocabulary lag.</p> <p>To be measured by Teacher observations, reading and writing work scrutinies. NFER analysis</p>	<p>To achieve at least expected levels of progress.</p> <p>To develop more articulate and confident speakers with a wide and more appropriate vocabulary</p> <p>To enable pupils to more fully access appropriate curriculum opportunities through improved language skills in all subject areas.</p>
C.	<p>PP children are exposed to a wide range of educational and enriching experiences to increase curriculum enrichment and wider cultural experiences</p> <p>These will be measured by progress against baseline measures of numbers involved in range of school events, including participation in a wider range of sporting activities.</p> <p>Assess the impact through pupil questionnaires and interviews. Numbers attending clubs and special events</p>	<p>Significant increase in number of pupils accessing enrichment opportunities and taking part in a wide range of educational and enriching experiences that they would not otherwise have accessed.</p>
D.	<p>To significantly improve levels of pupil self-esteem, engagement and self-regulation.</p> <p>To be measured by pupil questionnaire and interview and teacher observations.</p> <p>The use of PASS (Pupil Attitudes to Self and School) and where appropriate Boxall</p>	<p>Evidence of increased pupil self-awareness and confidence.</p> <p>Greater levels of engagement and pupil progress. PP children show greater confidence and speak positively about themselves and their future.</p>

	Profile.	
<b>E.</b>	<p>To increase parental engagement and involvement in their children's learning.          To improve home learning opportunities and increase parental skills To research further methods for engaging with parents          These will be measured by progress against baseline measures of numbers involved in range of school events</p>	<p>Significant increase in parental attendance at all meetings and school events. Development of literacy and maths skills through basic skills classes.</p>
<b>F.</b>	<p>Increased attendance rates for pupils eligible for PP. With a particular focus on boys          Reduction in PA of PP pupils          A target attendance of 97%          Measured by weekly analysis of attendance information.          Half termly formal review</p>	<p>Overall PP attendance improves to at least 97% in line with other pupils.          There is reduction in the PA of PP children.</p>

## 5. Planned expenditure

Academic year      2019/2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
(A) Improved maths knowledge and skills for all pupils.	<ul style="list-style-type: none"> <li>• Staff training in teaching of Mathematical skills</li> <li>• Further develop <i>Marking &amp; Feedback Policy</i> to make practice more efficient and effective.</li> <li>• Strong focus on problem solving and effective feedback as per EEF Metacognition Research. Particular emphasis on reading comprehension skills.</li> <li>• Targeted support for all pupils who are at risk of not making expected progress.</li> <li>• Staff training on concept development and connected learning</li> </ul>	<ul style="list-style-type: none"> <li>• Children need to be taught systematically how to analyse problems and develop reasoning skills</li> <li>• The development will be closely linked to develop skills across the curriculum</li> <li>• Use of NFER Beta analysis and QLA tool to examine specific question areas and focus on areas of improvement for individual pupils.</li> <li>• Aim to identify specific areas for improvement and address these through targeted intervention work.</li> <li>• More time to target number skills and develop understanding will improve standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Use staff meetings to deliver training on EEF Metacognition Research and reading comprehension strategies.</li> <li>• Invest further in school practical maths equipment to engage children, in particular boys, with problem solving and enjoying more challenging work.</li> </ul>	<p>Maths Subject Leader to lead and be given leadership time.</p> <p>Impact monitored by Maths &amp; Assessment Leads with Head teacher based on NFER tests and standardised teacher assessment.</p>	<p>End of Term1, Term 2 and Term 3 209/2020 And following each NFER test Progress plotted on Ability Curve templates</p> <p>£14,000</p>

	<ul style="list-style-type: none"> <li>• Focus on Thinking Approaches to problem solving.</li> <li>• Staff training to develop opportunities for mathematical skills across other subjects</li> </ul>				
(B) To raise standards of speaking skills, vocabulary and language development at least in line with similar pupils locally and nationally.	<ul style="list-style-type: none"> <li>• To improve pupils oral skills, and ability to participate more fully in all aspects of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech &amp; language therapist (where necessary), whole school support starting with early intervention in Foundation Stage</li> <li>• Sensory experiences/activities in EYFS and where appropriate in KS1</li> <li>• Implement the use of Chatta</li> <li>• Further develop staff</li> <li>• training</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of pupil abilities on intake.</li> <li>• Discussions with parents.</li> <li>• Prior experience</li> <li>• Visits to Pre-school settings</li> </ul>	Regular monitoring of progress from established baselines. Reports from middle and senior leaders. Pupil questionnaire and interview, Pupil progress meetings.	SLT EYFS lead/Class teachers  £7,500
(C) Children are exposed to a wide range of educational and enriching experiences including sport and healthy living	<ul style="list-style-type: none"> <li>• Creative play to stimulate imagination and encourage cooperation, independence, confidence, resilience and teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Enriching and stimulating activities/experiences have a positive impact on rate and depth of learning as well as enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities at break and lunch established in addition to residential trips and day trips which include activities the children will not have previously experienced</li> <li>• Establish an Edible Playground programme</li> <li>Wellbeing clubs</li> </ul>	SLT, PP Lead and Safeguarding Lead.	End of Term 1, 2 and 3 2019/2020 £5,491

**Total budgeted cost** £26,991

**ii. Targeted support for PP**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
(A) Improve Maths skills for pupils eligible for PP so they comparable to non-PP in school	<ul style="list-style-type: none"> <li>• PP children identified and supported within intervention/catch-up/booster programme.</li> <li>• Further support provided through TAs and Intervention Teacher in groups or individually.</li> <li>• Specific focus on PP not on track for expected or greater depth in Y6</li> </ul>	<ul style="list-style-type: none"> <li>• We will provide targeted support to address areas identified through NFER assessments and work scrutiny, to raise standards.</li> <li>• Focus will be on comprehension, vocabulary development</li> </ul>	<ul style="list-style-type: none"> <li>• Through additional staff training and close monitoring by use of 6-week analysis forms.</li> </ul>	<p>Maths subject leads,</p> <p>Impact monitored by Maths lead with Head teacher based on NFER tests and teacher assessment.</p>	<p>End of Term 1, 2 and 3 2019/2020</p> <p>£14,000</p>

<p>(B)</p> <p>Improve Mathematics knowledge and skills so they are comparable to non-PP in school.</p> <p>Focus on identification of areas for improvement</p>	<ul style="list-style-type: none"> <li>• Weekly and daily small group/individual sessions with teacher and /or TA, in addition to standard lessons.</li> <li>• Specific focus on PP not on track for expected or greater depth in Y6</li> </ul>	<ul style="list-style-type: none"> <li>• We will provide extra support to small groups and individuals with highly qualified staff. Targeting specific areas as necessary to raise standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention plan for each class established which details what intervention is taking place, for whom and when.</li> <li>• Impact overseen by Maths Subject Lead.</li> <li>• Teaching assistant (TA) CPD for TAs supporting the sessions.</li> <li>• Monitored by Intervention analysis form</li> </ul>	<p>Key stage Leads, Maths Lead and SENCO</p> <p>Impact monitored by Maths &amp; Assessment Leads with Head teacher based on tests and teacher assessment.</p>	<p>End of Term 1, 2 and 3 2019/2020</p> <p>£15,709</p>
<p>(C)</p> <p>Improved Writing knowledge and skills for all pupils to achieve greater depth</p> <p>To ensure writing skills across all curriculum areas.</p>	<ul style="list-style-type: none"> <li>• Targeted support for all pupils who are at risk of not making expected progress.</li> <li>• Dedicated additional time before and after school to develop writing skills .</li> </ul>	<ul style="list-style-type: none"> <li>• We will provide extra support to small groups and individuals with highly qualified staff. Targeting specific areas as necessary will raise standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention plan for each class established which details what intervention is taking place, for whom and when.</li> <li>• Monitored by Intervention analysis form</li> </ul>	<p>English Subject Leader and SENDCO</p> <p>Impact monitored by Writing &amp; Assessment Coordinators with Head teacher based on tests and teacher assessment.</p>	<p>End of Term 1, 2 and 3 2019/2020</p> <p>£10,000</p>

(D) Pupils have a wide range of educational and enriching experiences.	<ul style="list-style-type: none"> <li>• Creative play to stimulate imagination, vocabulary and encourage cooperation, independence, confidence, resilience and teamwork.</li> </ul> Specialist teaching: Spanish, Music, ICT & DT. Residential trips Trips and visitors	<ul style="list-style-type: none"> <li>• Enriching and stimulating activities/experiences have a positive impact on rate and depth of learning as well as enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities at break and lunch established as well as residential trips and day trips which include activities the children will not have experienced previously. No cost to families.</li> <li>• Monitoring levels of uptake</li> </ul>	TLR, PP Lead and Safeguarding Lead.	End of Term 1, 2 and 3 2019/2020  £15,000
<b>Total budgeted cost</b>					<b>£54,709</b>
<b>III. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
(A) Increased attendance rates so that year average is at least 97% for PP.	<ul style="list-style-type: none"> <li>• Close monitoring of pupils and follow up quickly on absences. – staff time</li> <li>• First day response provision.</li> <li>• Pastoral care and support to work with families</li> <li>• Implement rewards system</li> <li>• Offer free breakfast club and more staff to be put into place</li> </ul>	<ul style="list-style-type: none"> <li>• Sutton Trust Toolkit and DFE analysis of impact of absence</li> <li>• NFER briefing for school leaders identifies addressing attendance as a key step.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff focus on importance of full attendance</li> </ul>	HT/ Attendance Officer  Impact monitored through weekly, half termly, termly and end of year reports on attendance.	End of Term 1, 2 and 3 2019/2020 £7,000

<p>(B)</p> <p>Pupils who are eligible for PP have lower aspirations and fewer wider experiences.</p>	<ul style="list-style-type: none"> <li>• PP children with the capability to apply for the top achieving Secondary schools identified and from Y3 – 5 and will receive support and positive experiences – to raise aspirations</li> <li>• Increased access to wider sporting activities and key role in the Edible Playground programme</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience that involvement in an enriching range of experiences raises aspirations and levels of engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Suitable pupils identified - especially PP. Parents invited in order to explain the rationale and how the programme will work.</li> <li>• Higher Ability Pupils progress will be monitored via the ability curve analysis and tracking systems.</li> </ul>	<p>SLT and Head teacher</p> <p>Impact monitored by progress NFER termly tests.</p>	<p>End of Term 1, 2 and 3 2019/2020  <b>£10,300</b></p>
<b>Total budgeted cost</b>				<b>£17,300</b>	

Overall total budget cost = £99,000